

Glossary of Terms

Analytic decision making – school teams determine levels of implementation at the characteristic level before determining level of implementation for that demonstrator.

Dashboard model – a model which allows users to graphically see high-level summaries of processes and programs based on more detailed data and evidence. The program review model visually indicates level of implementation across demonstrators and standards.

Demonstrators – for any given standard, statements that describe what is happening in a school considered fully functioning.

Evidence – documentation that supports decisions on level of implementation. Evidences may be pulled from multiple areas of school processes (parent & community involvement, classroom instruction, extracurricular activities/support, collaboration, professional learning, etc.) and in multiple forms (agendas, minutes, videos, emails, student work, etc.).

Formative Assessment – a process used by teachers and students during instruction to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessments may include the use of commercial assessments, classroom observations, teacher-designed classroom tests and assessments, and other processes and assignments to gain information about individual student learning. KRS 158.6453(1)(e)

Fully Functioning Characteristics – for any given demonstrator, descriptions of specific occurrences in a school considered to be performing at high levels.

Holistic decision making – school teams determine levels of implementation at the demonstrator level after review and discussion of the characteristics that describe that demonstrator.

Level of implementation – the level at which a school is putting into practice, or implementing, the characteristics of a particular demonstrator.

Performance rating – description of the school's overall performance of a standard.

Program review – a systematic method of analyzing components of an instructional program including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and supports services, and administrative support and monitoring. KRS 158.6453(1)(i)

Standard – any of the four components of the review (Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services, Administrative/Leadership Support and Monitoring).

Summative Assessment – an assessment given at the end of the school year, semester, or other period of time to evaluate students' performance against content standards within a unit of instruction or a course. KRS 158.6453(1)(j)

Writing – a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. Writing is a complex, multifaceted act of communication. KRS 158.6453(1)(k)

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